



The Parkland Federation Teaching and Learning Policy

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Aspirations, Curiosity & Creativity

A Parkland learner is inquisitive, independent, resilient, reflective and a team player.

OVERALL OBJECTIVE

Our policies and related documents exist to support the school in striving to realise its vision. They will serve to provide clarity and guidance relating to the aspects of the school processes and environment to which they refer to. The school policy review and change cycle will ensure that the documents are both current and relevant

EQUAL OPPORTUNITIES

The Parkland Federation is committed to offering all children equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

'Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.'

(Albert Einstein)

RATIONALE

At the Parkland Federation we believe that learning should be relevant, meaningful, enjoyable, and personalised for the individual. We strive to promote 'celebrating learning for life together' and convey the message that learning is a rewarding and enjoyable experience for everyone in the school community. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to direct their own learning and to be able to make informed choices in other areas of their lives. We endeavour to ensure that our values permeate all our practices and that all members of our community have the right to be safe, the right to learn and the right to be listened to. Much of our work focuses on the attributes of a successful learner. Children are taught key learning behaviours; resilience, relating effectively with others, reflecting and resourcefulness. In essence, in our school this means that the children are taught that a Parkland learner is inquisitive, independent, resilient, reflective and a team player.

VISION AND AIMS

This Teaching and Learning Policy is intended to promote consistency, high standards and support the achievement of the school aims, as outlined in the School development Plans (SDP). We aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster:

- Enquiring minds that seek to learn more each day
- A high level of literacy, numeracy and ICT skills
- Imagination and creative expression through a wide range of media
- Conscientious young citizens who respect others' values
- Pride in achievement and a desire to succeed
- Independent children who are confident, flexible and able to cooperate with others
- Effective links between the school, the child's home and the community
- Equality of opportunity for all

EFFECTIVE LEARNING

At the Parkland Federation we emphasise five key learning behaviours (powers):

1. Resilience - building emotional strength, a 'have a go' attitude, concentration and an ability to ignore distractions.
2. Risk taking - teaching children to progress through trying new techniques
3. Reflection - exploring methods for self-evaluation, transferring and applying learning and questioning or querying information that is presented (intelligent scepticism).
4. Resourcefulness - becoming adaptable, able to question, use their imagination and solve problems in different ways.
5. Reciprocity - understanding that the sharing of ideas improves progress.

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. These include:

- Whole class work, group work, pair work, independent work
- Investigation and problem solving
- Research and questioning
- Reflecting upon and evaluating what has been learned
- Creative activities, including design and production
- Participation in physical activity
- Use of a wide range of ICT
- Fieldwork and visits to places of educational interest

We encourage children to be involved in planning their own learning. This may be in collaboration with teachers when planning topics, or independently as child-initiated learning. Children are actively encouraged to self-evaluate what they have learned

and are involved in setting targets for their next stage of development. Mutual identification of barriers to learning is also an integral part of ensuring success.

EFFECTIVE TEACHING

We believe that our children have the right to be consistently exposed to outstanding teaching. Our main considerations when teaching are to engage and motivate the children to learn and to clearly convey the skills and knowledge required for success. By fostering a positive and safe climate in class, we encourage children to take risks and to independently apply skills in new and exciting ways. Staff use tools such as the Building Learning Powers, 4Bs and Blooms taxonomy to engage children and stimulate discussion and questioning. We believe children learn most effectively when the teacher provides:

- Innovative teaching
- Lessons where children's previous knowledge and interests are built upon
- Rich tasks that enable all children to make visible progress
- An atmosphere where children are prepared to take risks
- A clear purpose for a lesson that includes expectation
- Personalized learning opportunities where possible
- Talk, exploration, investigation and prediction
- Developmental feedback on children's work, encompassing child/teacher conferencing
- Consideration of special needs

Our prime focus is to further develop children's knowledge and skills. Through careful use of Assessment for Learning (AFL) we aim to ensure that all tasks set are appropriate to each child's level of ability. For children with Special Educational Needs (SEN) due regard is given to information and targets contained in their Provision Maps. We have high expectations of all children, and embrace a fully inclusive culture where all children are involved and enjoy success. Teaching Assistants and other adult helpers are deployed in a variety of ways to support children's learning. This includes working with individuals or with small groups and encompasses the delivery of various support programmes (refer to Inclusion Policy). They are also involved in the planning, preparation for and assessment of activities.

DISPLAY

The school believes that the purposes of display are to celebrate success, model expectations of achievement or behaviour and to support children's learning. We endeavour to represent all children's work in some capacity and consider multi-cultural aspects where relevant. Work is neatly mounted with appropriate lettering or labelling. Careful consideration is given to colour combinations and also to the position of the items on display for best effect. Children's work is named and some description of the purpose of the learning made explicit. Displays also include an evaluation aspect which may set a challenge for future learning. Key vocabulary and related fiction and non-fiction books are also displayed. The classroom environment is stimulating and engaging and set up to enable children to independently access resources to support their learning. Children are encouraged to feel ownership of the learning environment and take responsibility for its appearance and upkeep. The quality of our learning environment is regularly evidenced by Staff, Children and Governors both informally and on focused Learning Walks.

TARGET SETTING

Targets are set for reading, writing and mathematics for individuals and groups of children. Where appropriate, a 'personal and social' target may be set for individuals. We believe that all of our children have the right to meet or exceed national expectations at the end of Year 6. Targets are written in response to children's attainment and clearly identify next steps for learning. They are shared with children and, where possible, targets are written in collaboration with pupils. Targets are discussed with parents at parents' consultations. The Heads of Schools and Governors regularly check that children are aware of their targets and what they need to do in order to achieve them. The Heads of Schools set numerical targets for individual teachers and for Heads of Stages to ensure the continued success of children and to raise standards further. These are scrutinised during Pupil Progress meetings and in Leadership meetings. The progress made by specific groups of children is carefully monitored using Target Tracker to ensure that barriers to achievement are removed and that good progress is made, e.g. EAL, SEN, G&T, PP etc.

PLANNING

Long Term Planning

All staff collaborate to determine the Learning Journeys that will be covered across the year and the input of all staff is valued. We consult the children in advance to ascertain their interests and this directs our decisions. The long term plan identifies the progression of skills that children should learn for science, ICT and the foundation subjects. We follow the Letters and Sounds programme for

phonics as well as using some Ruth Miskin resources. Other English plans are informed by key skills and the 2014 National Curriculum. Our groupings for English sessions are very flexible and diverse to enable us to address the needs of individuals that have been identified through careful assessment. Maths plans are informed by the National Curriculum and once again, groupings are not set in stone as we believe that progress is better when children work to very specific objectives that build upon prior learning.

Medium term planning

Medium Term plans clearly build on Long Term plans so a definite trail can be followed from objective, through the tasks to the assessment activity. Plans are written for each new Learning Journey but there is no specific time-scale for these. Some topics warrant more time dedicated to them, while others may relate to a specific festival or celebration and therefore take much less time. They should contain sufficient detail so the plans can be interpreted by any staff required to teach from or monitor them. MTPs include details of all subjects related to the topic and incorporate objectives, NC references, speaking and listening opportunities, use of ICT, assessment opportunities, resources etc. They may also incorporate ideas for enhancements that will be provided in sand, water, role play and outside. Children are again consulted about what they want to learn and through which means they would like to do so.

Short term planning

Short term plans are written for maths and English. They clearly outline exactly what will be taught and what each group of children will be doing. The role of the Teacher and the Learning Support Assistant are clearly identified. Individual focus children are clearly identified as are vulnerable groups. Daily planning is produced when they are useful. All teachers provide a weekly timetable. We believe in sharing and developing practice and as such, all planning is always accessible through the school server to staff and governors so that it can be clearly evaluated for rigour and evidence of children's progress.

ASSESSMENT FOR LEARNING

At the Parkland Federation we believe that quality and purposeful assessment practices are essential to enable quality learning and teaching to take place. Assessment, as a key professional requirement, is an integral part of classroom practice and informs planning for progression. We utilise a range of strategies for assessment which can be viewed in detail in the Assessment Policy.

EARLY YEARS

At the Parkland Federation we believe that a high quality early years experience provides a firm foundation on which to build future academic, social and emotional success. We build these foundations through the prime areas (Personal, Social and Emotion, Physical Development, and Communication & Language) We also incorporate the specific areas (Literacy, Mathematics, Understanding the World and Exploring Art & Design). We strive to deliver a curriculum which is challenging, fires the enthusiasm, enriches and constantly enlarges children's knowledge, skills and understanding and, above all, instils in them a lifelong love of learning as critical thinkers. We do this through planned, purposeful play with a balance of adult led and child initiated activities. The principles that guide our Early Years practice are:

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured. We support every child's development and learning through observation, assessment and planning.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The Class Teacher and the Learning Support Assistant share responsibility for the children both academically and pastorally. This ensures that the children and parents can have a consistent key person to talk to and liaise with.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning. Children have a base classroom where they register and receive direct Literacy and Maths teaching. They have continuous provision for mark making, mathematical development and problem solving and creative thinking. Each Early Year's classroom has several focus EYFS areas and children are encouraged to move freely between the two classrooms and the outside area. All learning opportunities that take place inside are able to be transferred to the outside environment.

Learning and Development

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected. An important aspect of our Early Year's curriculum is play, which we define as 'active learning in a structured environment'. It underpins all development and learning for young children. We consider that the role of the adult is to gain a coherent insight into every child as an individual and through observation and assessment, track their progress and identify areas for development. A skilful use of questioning and talk helps to extend knowledge and understanding and enables children to further initiate their own learning.

Planning in EYFS

Long term In order to follow the interests of the children, our long term plan is a working document where Early Years Foundation Stage (EYFS) themes that have been covered are recorded and tracked. Continuous provision sheets that incorporate learning opportunities, resources, vocabulary and skills are displayed in each area.

Medium term plans are written for music and P.E. only. A comprehensive half-termly overview outlines possible routines of exploration, predictable themes and enhanced provision and also responds to information gained from assessments.

Short term planning takes the form of a weekly timetable that shows where children are required to work as part of the whole class, in a group situation or where there are opportunities for child-initiated learning. The role of each adult in the year group is clearly highlighted and links to EYFS. Whole class objectives are printed on the plan. Short term planning is very flexible to enable staff to directly respond to the differing needs of all the children in class. Furthermore, within short term planning should be emphasised the fact that continuous provision is a vital element of planning, as is free flow and ensuring that appropriate and challenging outdoor learning is planned for daily.

KEY STAGES 1 AND 2

Aside from the above section on EYFS, all of what is contained in this policy applies directly to Key Stages 1 and 2 together. However, some simple points related to each key stage are detailed below:

Key Stage 1

- **Phonics:** phonics is a core part of learning in KS1. Therefore, we devote a daily session of no longer than 30 minutes to teaching of sounds. In Year 1 teachers assess termly and prepare all children for a 'pass' in the phonics screening. In Year 2, teachers effectively incorporate all aspects of the phonics into wider English teaching in order to capitalise on the aspects of grammar of the higher phonics phases. Year 1 teachers are expected to move the class up to phase 5 and year 2 teachers from there on to phase 6.
- **Power Time:** daily response marking under the guise of Power Time is built in to core lessons. Children respond using a purple pen called, 'The Purple Pen of Power'.
- **Spelling and Grammer (SPaG):** we believe teachers have a collective responsibility when it comes to SPaG. Therefore, planning ensures children leave each year group knowledgeable in the aspects of the National Curriculum Appendix applicable to their year group. In Year 2, there are extra daily SPaG sessions designed to prepare learners for the SPaG Assessment.
- **Register skills:** once in the morning and once in the afternoon, during the register, children revise key information. This can be verbal, using whiteboards or other such techniques and will cover basic maths skills through to grammar.

Key Stage 2

- **Responding to marking:** teachers ensure responding to marking occurs in books as it is a vital part of the learning partnership between teachers and their students.
- **SPaG:** again, we believe in the collective responsibility of all when it comes to SPaG regardless of the year group. All teachers follow a SPaG programme as defined through communication with the English Lead. On top of this, Year 6 pay particular attention to the end of Key Stage 2 SPaG assessment and where applicable put into place programmes of study and/or interventions that ensure learners are able to access the assessment.

THE ROLE OF GOVERNORS

Our governors support, monitor and review the school's policies relating to learning and teaching. In particular they:

- Monitor the effectiveness of learning and teaching through the school self-review processes. These include the Head of Schools' reports to governors and the work of any Curriculum Committees
- Monitor how effective teaching and learning strategies are in terms of raising children's attainment
- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that staff development and performance management policies promote good quality teaching
- Ensure that the school buildings and premises are effective in supporting successful learning and teaching
- Monitor teaching strategies in the light of health and safety regulations

PARENT PARTNERSHIP

At the Parkland Federation, we fully believe in an open home-school partnership to enable children to achieve their very best. We foster clear channels of communication with parents and strive to keep them informed of curriculum developments as well as procedures pertaining to day-to-day learning and teaching. Parents have two parent interviews during the year and one written report. They are also invited to whole school open days, special curriculum events and assemblies. The parents are also given a weekly Learning Log, weekly learning objectives and

regular curriculum updates as well as information about how to support their children. Information can also be found on our website. There are many informal opportunities to talk about children's learning with class teachers and senior staff. Parents are responsible for ensuring that their children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day so that we know that they are safe at home. We encourage parents to offer some of their time to help in school to undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to undertake a DBS clearance before starting work or participating with school trips.

MONITORING AND REVIEW

This policy incorporates the current thinking of the teaching staff. We intend to ensure this policy is reflected in daily classroom practice through regular review and monitoring. We will adapt the policy as required so that we can take account of new initiatives, changes in the curriculum or developments in technology

"What children can do with adult support today they can do unaided tomorrow".
(Vygotsky)